



GCSE ITALIAN 8633/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - (b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: – if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** – if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.
2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.
3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.
4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.
5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.
6. In questions which are T/F/? or √/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'V' for Vero in Section B, this should also be credited despite the wrong language being used.

7. The following general principles should be applied in relation to answers in the target language in Section B:

- (a) Incorrect personal pronouns – accept (unless this causes ambiguity).
- (b) Incorrect possessive adjectives – accept (unless this causes ambiguity).
- (c) Wrong gender – accept (unless this causes ambiguity).
- (d) Infinitive – will normally communicate without ambiguity, so should be accepted.
- (e) Wrong tense – accept as long as student comprehension is not in question.
- (f) Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

Question	Accept	Mark
01.1	T (true)	1

Question	Accept	Mark
01.2	F (false)	1

Question	Accept	Mark
01.3	F (false)	1

Question	Accept	Mark
01.4	NT (not in the text)	1

Question	Accept	Mark
01.5	T (true)	1

Question	Accept	Mark
01.6	F (false)	1

Question	Accept	Mark
01.7	NT (not in the text)	1

Question	Key idea	Accept	Reject	Mark
02.1	easy public transport	Direct/straight trains from Rome Trains from Rome direct train in the singular form you can fly there/it has an airport	Incorrect prepositions (eg. direct train to Rome) any other means of transport trains/planes (on its own)	1

Question	Key idea	Accept	Reject	Mark
02.2	one of: visit the beautiful cathedral square/ roman amphitheatre	Cathedral/Duomo square Piazza del Duomo Amphitheatre/ theatre/ Roman ruins	Square on its own parco della Maremma natural science museum	1

Question	Key idea	Accept	Reject	Mark
02.3	one of: long dreamy beaches/ very clean sea/water/ocean	beautiful beaches/ transparent/ clean sea	beaches/sea (on their own) long beaches on its own the clean and clear beach	1

Question	Key idea	Accept	Reject	Mark
02.4	one of: being able to view many different/rare species of birds/ explore the park by bike/cycling paths/ eat local food	there are 250 different species of birds/there are many/lots of species of birds/you can go about the park along the cycle path/restaurants serving local food	seeing birds. There must be a reference to either the vast quantity or rare species 250 different species (with no reference to birds) rare animals restaurants/ specialties	1

Question	Key idea	Accept	Reject	Mark
02.5	One of: homemade pasta/genuine olive oil produced by local farmers/seasonal fruit and/or vegetables	genuine or local olive oil/ seasonal produce	pasta/olive oil/fruit and vegetables local/homemade food (too vague)	1

Question	Accept	Mark
03.1	G	1

Question	Accept	Mark
03.2	B	1

Question	Accept	Mark
03.3	D	1

Question	Accept	Mark
03.4	F	1

Question	Accept	Mark
03.5	E	1

Question	Accept	Mark
04.1	A (middle school.)	1

Question	Accept	Mark
04.2	C (via a shared interest.)	1

Question	Accept	Mark
04.3	B (she feels more than he does.)	1

Question	Accept	Mark
04.4	A (he has met someone else.)	1

Question	Accept	Mark
04.5	B (are still the same.)	1

Question	Accept	Mark
05.1	B (Carlo said more in response to the second question.)	1

Question	Accept	Mark
05.2	B (Carlo's teacher was sympathetic.)	1

Question	Accept	Mark
05.3	A + B (Carlo is not sure how well he has done overall. + Carlo is not sure whether his second answer was reasonable.)	1

Question	Accept	Mark
05.4	A (Carlo is now feeling exhausted.)	1

Question	Key idea	Accept	Reject	Mark
06.1	one of: food waste/ provide <u>food</u> for those in need	cut/reduce food waste allow people to donate <u>food</u>	Poverty/ hunger To put your food in the fridge without paying Help put people in need (without reference to the food)	1

Question	Key idea	Accept	Reject	Mark
06.2	they set up <u>seven</u> community fridges	volunteers/the Red Cross set up <u>seven</u> fridges	there are thousands of people living in poverty seven fridges (on its own) seven were born (without a reference to fridges)	1

Question	Key idea	Accept	Reject	Mark
06.3	placing community fridges <u>near schools</u>	putting community fridges <u>near schools/ next to schools/ outside schools</u>	school canteens waste a lot of food/ a lot of food is thrown away in schools putting fridges <u>in the</u> schools the quantity of wasted food could help several people	1

Question		Key idea	Accept	Reject	Mark
07	Advantages	one of: Latin gives you a better vocabulary/a more varied vocabulary/learn more words and one of: it is useful to find work/foreign companies see it as an ability to organise your thoughts better/ it can improve your CV/ it is valued by employers	it is useful because it gives you a better vocabulary it is good for finding a job it's useful to organise your thoughts better	Easy to learn Not as hard as maths more words jobs useful	2
	Disadvantages	one of: it takes time/commitment/you won't have time to do other things that interest you more and one of: you learn (a lot of) useless things/complicated constructions/it's not relevant	it is time consuming no use in life useless grammar constructions learning Latin is only a memory skill	it's hard (vague)/as hard as Maths useless	2

Question	Accept	Mark
08.1	B (alle case.)	1

Question	Accept	Mark
08.2	C (la sua famiglia.)	1

Question	Accept	Mark
08.3	B (lo salutano subito.)	1

Question	Accept	Mark
08.4	C (molti Babbi Natale.)	1

Question		Key idea	Accept	Reject	Mark
09.1	passato	la disoccupazione (fra i giovani)		fra i giovani/anything else	1
	oggi	i tossicodipendenti	Il numero alto di tossicodipendenti	anything else	1

Question		Key idea	Accept	Reject	Mark
09.2	passato	mari inquinati e contaminati dalle fabbriche	mari inquinati/contaminati	fabbriche/mari/inquinamento (on its own)/anything else	1
	futuro	la fame	il numero di persone che hanno fame	il numero di nascite sale...	1

Question	Accept	Mark
10	A C D F (in any order) A (finiscono le vacanze.) C (i bambini ricevono dolci.) D (i piccoli imparano un nuovo sport.) F (la Befana si veste male.)	4

Question	Accept	Mark
11.1	C (si preoccupa della salute degli alunni.)	1

Question	Accept	Mark
11.2	A (aiuta mentalmente gli studenti dell'istituto.)	1

Question	Accept	Mark
11.3	C (dagli studenti.)	1

Question	Accept	Mark
11.4	C (seguono gli studenti individualmente.)	1

Question	Accept	Mark
11.5	A (è felice della scuola.)	1

Question	Accept	Mark
11.6	A (aiuterà altre scuole italiane.)	1

Question	Italian	Key idea	Accept	Reject	Mark
12	Sono arrivata dal dentista un'ora fa.	I arrived at/from the dentist an hour ago.	I have arrived at/to the dentist I came back from the dentist	I was at the dentist for an hour/I'm at the dentist. I was at the dentist an hour ago.	1
	Purtroppo ho preso le tue chiavi.	Unfortunately I took your keys.	Sadly/unluckily I took/have taken your keys.	However/ accidentally no adverb any other tense which is not the past tense	1
	Visto che pioveva ho deciso di prendere un tassì.	Considering that it was raining, I decided to take a taxi.	As/because/since it was raining I decided to get/take a taxi.	no conjunction I saw that it was raining any other tense which is not imperfect tense and past tense	1
	Fra poco incontrerò un'amica tedesca.	Shortly I will meet a German friend.	Soon/In a while/Shortly I will meet a German friend.	no future tense any other nationality which is not German see	1
	Non la vedo da qualche anno.	I haven't seen her for a few years.	I haven't met her for a few years.	I haven't seen him in years. I don't see her for a while for some year (singular) for a couple of years /for years (without qualifier)	1
	Ci siamo conosciute all'università,	We met at university/ Uni	We knew each other from University	no past tense I met her	1

	poi lei è dovuta ritornare nella sua città per finire gli studi.	then she had to return to her city/town to finish her studies.	the studies	no past tense then/after she returned/went back (without had to) her country/ the city (without her) to finish school	1
	Sarò molto contenta di rivederla.	I will be very happy to see her again.	I will be very happy/content/glad to see/meet her again.	omission of very or again meet him no future tense	1
	Sicuramente piacerebbe moltissimo anche a te.	Certainly, you would like her/it a lot too.	I'm sure/positive/without doubt/you would like her/it a lot /very much too.	Hopefully any other tense which is not conditional omission of a lot	1